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Although intended primarily for kindergarten and primary teachers, the suggestions for lessons should prove useful (by change in vocabulary and approach) to middle and upper grade children having difficulty with sound discrimination. Lessons should prove helpful to teachers of bilingual or mentally retarded pupils.

It is held that "how to listen" is one of the most important and difficult subjects to master, yet is seldom given specific attention in the schools. Listening is the most difficult of the language arts. It resembles reading but requires keener perception to interpret inflection, intensity, gesture, and facial expression.

The purposes of the lessons are to develop more attentive listening, to improve speech-sound perception and to improve the ability to follow directions. The subject matter for listening is that of every day classroom work in all subjects. Teachers should encourage questions and discussion at the end of the lesson to promote retention and real learning. Good listening is a creative act requiring anticipation, preparation, alertness, and understanding.

Hindrances to good listening include poor seating, poor ventilation, fatigue, poor light, noisy surroundings, distractions, or personal problems. Poor listening habits in children may be caused by egocentricity, prejudice, a lack of interest due to limited experiences, and a lack of readiness for abstract thinking. The lessons given include a comparison of "f-v" sounds, a comparison of "t-d" sounds, auditory discrimination between "s-z" sounds, attention to "w" and "wh" words and "ed" endings, and the building of rhyming work lists.

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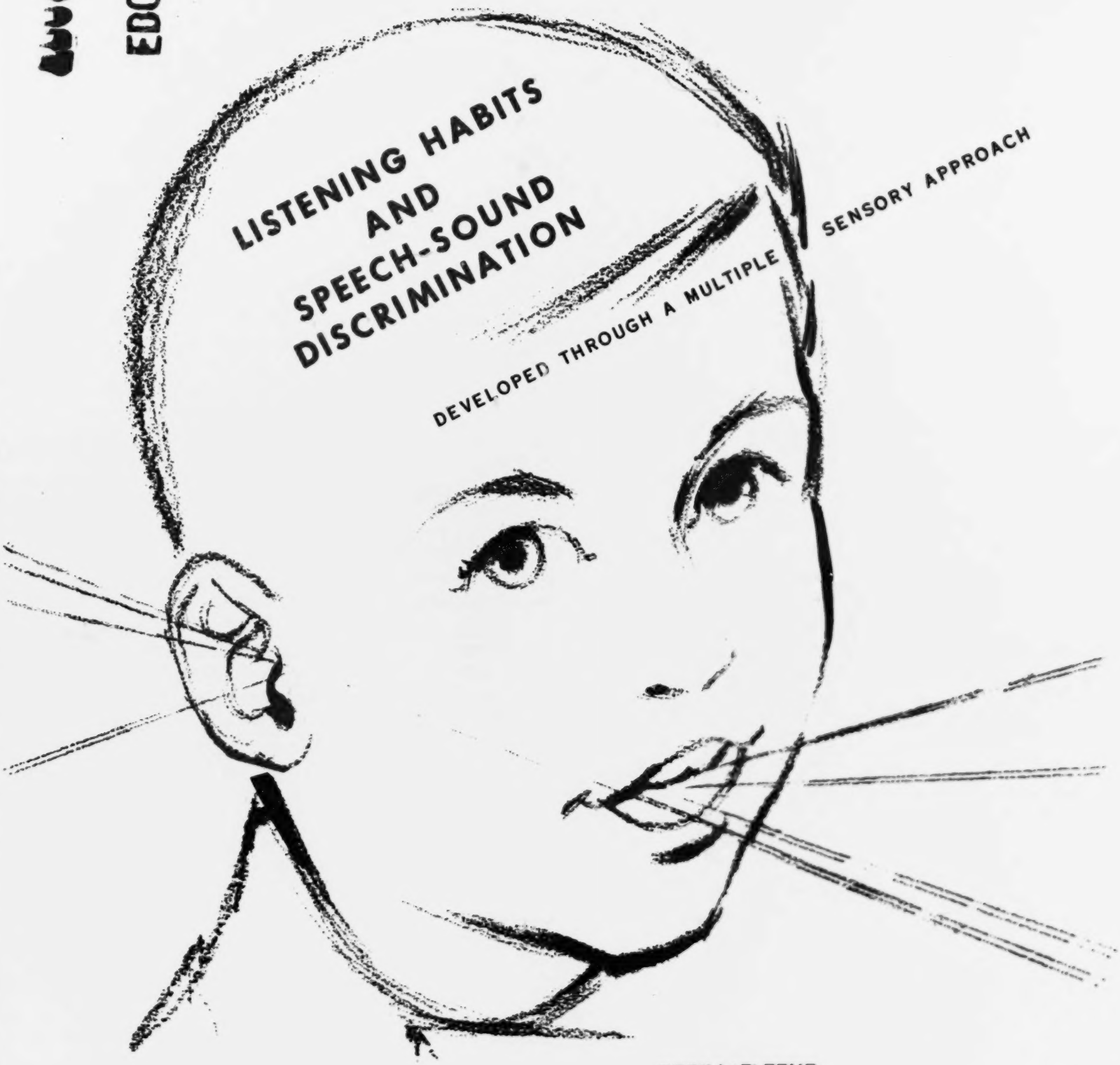
DEVELOPED THROUGH A MULTIPLE SENSORY APPROACH



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LISTENING HABITS AND SPEECH SOUND DISCRIMINATION

developed through a multiple sensory approach

A guide for teachers to help children learn how to listen and to help them acquire speech sound perception.

by

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Hayward, California

FOREWORD

This handbook is intended primarily for teachers of kindergarten and primary grades. However, the suggestions for lessons are adaptable to middle and upper grades where the teacher identifies children who are having difficulty with speech-sound discrimination. Teachers who have bi-lingual or mentally retarded children in their classes will also find the lessons helpful.

The County-wide Publications Review Board recommended that this publication be produced by the Alameda County Superintendent of Schools and be distributed to all interested districts in the county. The Alameda County Board of Education approved the publication in December of 1962.

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The assistance of members of the Southern Alameda County Speech Therapists, and staff members of the Alameda County Superintendent of Schools Office is gratefully acknowledged.

I am particularly indebted to Miss Ruth Brace and Mrs. Laurel Herrick for their suggestions and help in the final editing of the manuscript.

Appreciation is also due the authors and publishers who gave permission for use of excerpts from their publications. Their names and indication of the source of material are in footnotes at the end of the lesson in which the selections appear.

Mary Louise Smith

PREFACE

One of the most important and difficult subjects to master is seldom specifically taught in our schools, and that is how to listen.

Too often, we assume that when a child is learning to speak, he is also learning to listen. There is much that we can teach a child regarding listening, and the following lessons are a guide to such teaching.

In these lessons, the children will learn not only to listen to instructions, but they will also acquire speech sound perception.

The children should be watching the teacher's face closely. Thus they learn to look at a speaker and follow his words. This will tend to prevent daydreaming and inattention.

These lessons are most appropriate for primary grade levels, but many can be adapted by change of vocabulary and approach so that they will be useful in middle and upper grades.

The purposes of these lessons are:

1. To develop more attentive listening.

2. To improve speech sound perception.

3. To improve ability to follow directions.

These lessons are to be considered as guides or samples. Each teacher can make up lessons to fit the age and needs of his group.

General instructions for using these lessons:

1. Visual lessons should be developed only with words having key sounds that are easily distinguishable; that is, visible on the lips.

2. The purposes of the lessons are solely as listed. They are not to be considered lipreading lessons.

3. These lessons should be short. They require fixed attention and fatigue comes quickly.

4. The lessons without voice should not be used too frequently.

5. These lessons are not necessarily in the order in which they should be taught. They should be used as needed by the group you are teaching. They should serve as an indication of types of lessons you can develop to meet the needs of your group.

6. Care should be taken that the face of the person speaking without voice is well lighted and that those who are reading his lips are not looking toward a light or window.

7. Care must be taken in giving the words voicelessly that lip movements are not exaggerated as this causes distortion and confusion by destroying the correct kinesthetic and visual impressions. It is advisable to practice in front of a mirror at home before trying the lessons with your class.

8. The children should be cautioned not to stop watching until the direction given is complete. The last word in the sentence may be the key to all you have said.

9. The vocabulary in each lesson should be limited. Teachers can select words that follow as closely as possible those used in the reading, spelling, and speaking situations for the particular grade. Words for the first grade will be fewer and more simple than the lists for the third grade.

10. If the children choose words that are not in their texts, they can still be used, but this is a matter of individual discretion on the part of the teacher who knows the capability of her class.

11. In these initial lessons, the use of mirrors may be helpful with some groups of children. However the mirrors are apt to cause self-consciousness and distraction. It is better not to use mirrors unless they are so placed that the children using them cannot be observed by the rest of the class.

12. In these lessons, underlined letters are to be pronounced as the sound while letters not underlined are used for the name of the letter.

Approximate ages when speech sounds develop:

Research studies about the age when each speech sound develops show wide variance. Most studies show that consonant development for the average English speaking child occurs between two and seven years of age.

The p, b, m, w, and h are usually perfected by age 3½. Many children can make all sounds in isolation by age 5, but the uniqueness and individuality of each child's speech experience make generalizations questionable.

To give classroom teachers some guideline for the order of teaching sounds, it is probably more sensible to list the consonant sounds in the order in which they usually develop. This would be:

m - b - p - w - h - n - t - d - k - g - ng - j - f - v - th^2 - sh

l - th^1 - zh - z - s - r

Single consonant sounds combined with a vowel tend to be easier for children than groupings of sounds involving consonant combinations plus a vowel, such as stah, clah, or prah.

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INTRODUCTION - TEACHING LISTENING

Listening is the most difficult of the language arts. It resembles reading in that it is intake of second hand knowledge, but differs in that it demands keener perception at the moment of intake in order to interpret loaded words, inflection, intensity, gestures, facial expressions, and to keep up with the tempo set by the speaker. Listening requires more alert thinking than reading and requires carefully planned instruction.

Our purpose in listening determines how we listen. For example, it may be:

1. Appreciation - as in music, a story, or poetry.

2. Information - for facts, for a test, or how to make something.

3. Criticism - do I agree with what is said?

4. Discrimination - do I hear a clear speech sound or a distorted one, a high note or a low note, a true note or a flat note?

The first step in developing listening lessons is determining the listening ability of your group. Some things to think about in evaluating listening are:

1. Can the child follow the line of thought in group discussions?

2. Can he add ideas of his own that relate to the topic?

3. How extensive is his ability to follow instructions - two part instructions, three or more?

4. Can he keep in mind the sequence of events in a story he hears?

5. Does he grasp the central thought of what he hears?

6. Is he needlessly distracted by factors in classroom surroundings?

7. Does he make personal application of what he hears?

8. How does his speaking ability compare to his listening ability?

9. Does the child have mental, emotional, or physical conditions which hamper his ability to listen? For example, does the child watch for visual clues when listening? This may indicate hearing loss.

10. Is the child in an emotional state which makes him tend to be lost in his own thoughts rather than being able to listen?

11. How long a period of listening can the child handle adequately?

12. Can the child transfer his attention from one kind of listening to another as the situation demands?

The second step is determining if the material used has "listenability" both as to content and delivery.

1. Are speech sounds uttered in a pleasant voice?

2. Is the voice loud enough to be heard readily?

3. Do the words flow rhythmically and not too rapidly?

4. Can the material be listened to without strain because the words and sentence arrangement are conventional enough for easy understanding?

The third step is preparing yourself and the children for listening by:

1. Helping the children set up standards for effective listening.

2. Being a good listener yourself - children learn by example.

3. Previewing the material to be used. You can introduce the class to the ideas that are coming so that they will know what to listen and watch for - in other words, establish the purpose for listening.

4. Recalling related and familiar materials.

5. Developing new vocabulary needed for listening.

6. Stimulating a feeling of anticipation.

7. Promoting the habit of listening with the eyes as well as the ears. For example, leading songs solely by lip movement after the song is learned.

8. Suiting the materials and occasion to the maturity of the children; that is - attention span, interests, capacity to understand, and relation to the children's previous experience.

9. Teaching children that directions, instructions, and other types of information-giving will be stated only once.

The subject matter for listening is that of everyday classroom work in all subjects. On certain days, listening techniques can be stressed and the lessons called "Learning to Listen." Encourage questions and discussion at the end of the lesson as this promotes retention and real learning.

Good listening is a creative act which requires:

1. Wanting to listen (anticipation).

2. Being prepared to listen.

3. Being relaxed and alert.

4. Being mentally and emotionally controlled for open-minded reception of what is said, without prejudice.

5. Seeking to understand and react critically to what is said.

Things which should be taken into consideration as hindrances to good listening are:

1. Stuffy, dead air - too warm or too cold.

2. Poor seating.

3. Fatigue - having to sit too long at one time.

4. Dazzling light in the eyes so the speaker cannot be seen readily. (All of us do a lot of lipreading unconsciously, and good lighting is essential for this.)

5. Noisy surroundings with many interruptions.

6. Distractions - including things that dangle and flap about the person who is speaking.

7. Personal problems - such as being in poor physical condition, hard of hearing, etc.

On an experiential or psychological basis, hindrances to good listening would be such things as:

1. Egocentricity - sitting on the edge of the chair gasping to get a word in.

2. Prejudice.

3. Lack of interest brought about by meager experience in the field being discussed, or by antagonism toward the topic because of unhappy experience with the topic under discussion.

4. Lack of readiness caused by inadequate vocabulary and immaturity.

5. Inability to use abstract thinking readily - or the listener may have difficulty with concrete thinking if this is involved.

For further help in teaching listening, your attention is called to the following books and articles:

Barbara, Dominick A., The Art of Listening, 201 pp, Charles C. Thomas, Publisher, Springfield, Illinois, 1958. This book is an extensive and fascinating analysis of the psychological aspects of listening.

Blake, Howard E., "A Code for Teachers of Listening," Elementary English, January, 1962, p.48-49. (An organ of the National Council of Teachers of English) This article lists twenty ways a teacher can promote better listening by pupils. Good summary of teaching techniques.

Dawson, Mildred A., Teaching Language in the Grades, World Book Company, (now Harcourt Brace World Book Company) Burlingame, 1951, Chapt. 7

Mursell, James L., Music and the Classroom Teacher, Silver Burdett Company, San Francisco, 1951. The treatment of listening in this book does not apply solely to music.

Nichols, Ralph G., "Do We Know How to Listen? - Practical Helps in a Modern Age." The Speech Teacher, Vol. X, No. 2, March, 1961. (A publication of the Speech Association of America)

Pronovost, Wilbert, The Teaching of Speaking and Listening, Longmans, Green and Company, New York, 1959. Gives detailed lesson plans in most of the subject areas of the primary and intermediate grades.

Strickland, Ruth, The Language Arts in the Elementary School, D. C. Heath and Company, San Francisco, 1957, Chapt. 6.

LISTENING WITH THE EYES - NUMBERS

Teacher tells the children, "Watch my mouth as I say aloud the numbers from one to five because we are going to play a game in which I will tell you, without voice, what to do. You will have to know how the numbers look on my lips. Ready? One---two---three--four ---five."

She repeats the numbers a second time saying, "This time I will say the same numbers without voice. See how they look. One--- two--- etc. Now, let's say them without voice together. Follow what my mouth does, like playing follow-the-leader.

"Now, I'll mix the numbers up and you tell me which one I'm saying. I'll call on one person for the answer. Don't raise your hand because I can usually tell by your eyes if you know the answer. Three---one---five---four---etc.

"Now, we will play a game. We will use these words: <u>finger</u>, <u>thumb</u>, <u>hold up</u>. Watch my mouth and say these words with me." (Repeat words.) "Ready! Put one elbow on the desk with the hand up. Fold your thumb. Now fold your fingers over the thumb."

<u>Without voice</u>, she says, "Hold up one finger. Hold up three fingers. Hold up your thumb, etc."

The children follow her directions. She can see at a glance who is not able to follow what she says. These children will probably need further drill in the initial steps outlined before the game instruction.

Note: The next lesson should repeat what was done the first time. Then add the numbers from 6 through 10 and have the children use both hands to play the game. Numbers 8, 9, and 10 are difficult to lipread so seldom use them out of sequence.

LISTENING WITH THE EYES - BALL GAME

Teacher, "Today we use two soft balls, a big one and a little one. Our game will use the numbers we used the last time. Let's say them together without voice." (Give numbers 1 through 10) "The new words we will use today are: ball, big, little, roll, bounce, and me. Say them with me aloud. Now, let's say them without voice.

"We will take turns using one of the balls. We will either roll it or bounce it according to what the lips say. It takes two hands to handle the big ball and you can manage the little one with one hand. Everyone make believe you have a ball in your hands. Show me that you know what the lips are saying by doing what my lips say. I'll point to the person who is to use the real ball."

Without voice, say: Bounce the big ball four times.

Roll the big ball to me.

Bounce the little ball five times.

Bounce the big ball three times, etc.

The children take turns. For example, you might say, "Mary, you tell the group what to do with one of the balls, without voice. Stand at one side of the room away from the window so they can see your face clearly."

Watch them carefully to see that they do not exaggerate mouth action. Say, "Do it easily. You're trying too hard."

Note: The word roll is difficult to lipread, but because it is easily distinguishable from bounce and used only at the beginning of the sentences here, it is useable in these limited circumstances.

WORDS STARTING WITH F

Teacher, "Let's talk about words that start the same way four and five do. What happens to our mouths as we start to say these words? Look at your neighbor as he says four and five. Notice how your own mouth feels as you say four and five. Yes, your upper teeth rest on your lower lip at the beginning of these words.

"Can you think of other words that start that way?" (Write them on the chalkboard as the children say them, not to be read but for your reference in developing the lesson. If words with v are mentioned, list them separately and tell the class you will talk about how they are alike in another lesson.)

Suggestions to help elicit the words you want:

Something pretty that grows in the garden and smells good too...(flower)

If something gets there in a hurry, it is...(fast) (If the children answer quick, have them check to see if their upper teeth brush their lower lip when they say quick.)

What do we call the man in the family...(father)

When we play games, we have....(fun)

When we lose something we try to...(find) it.

We laugh at a joke because it is...(funny)

What number comes after three...(four)

When we want something we ask...(for) it.

After kindergarten, the grade we go into is...(first)

Sometimes we take a rod and try to catch a...(fish)

"Now, let's play echo with the words we have listed here. I'll say one, then you say it. Notice how your upper teeth rest on your lower lip as you say these words."

LISTENING WITH THE EYES - F WORDS

Provide each member of the class with three silhouette type pictures indicating they are fish, flower, and father.

Teacher, "Children, hold up the picture of the thing I am talking about. I am going to tell you what is on the chair."

(Without voice, say one of the following sentences. Wait for their response before giving the next sentence, etc.)

The flower is on the chair.
The fish is on the chair.
The father is on the chair.

"Let's find out what is in the water." (Without voice, say:)

The flower is in the water.
The fish is in the water.
The father is in the water.

"Now, something is floating." (Without voice, say:)

The father is floating.
The fish is floating.
The flower is floating.

"Something is in the pool in the garden. What is it?" (Without voice, say:)

The fish is in the pool in the garden.
The father is in the pool in the garden.
The flower is in the pool in the garden.

"What word was used in the sentences that starts the same way that fish, father, and flower do?" (Children should respond with floating.)

Note: Other similar lessons could be developed, for example, with a set of pictures for frog, field, fruit, and a new set of sentences.

COMPARISON OF SOUNDS OF F AND V

Teacher, "We have had a lesson about the f sound that the letter f makes. Let's watch and listen for the sound in this verse:

*Five fingers
Ten fingers
One foot
Two feet
Can your feet and fingers meet?
Can you bend and touch your feet?

"Where did you hear the f sound? How did you know I was saying f? Let's listen again and just for fun, let's do what it says with our fingers and feet. Hold up your fingers or feet in order as this is said.

"The next verse is harder. See if you can find the word with the f sound in this rhyme. Be very quiet. Put your finger on your nose when you hear the word with f.

** One day I saw a downy duck
With feathers on his back,
I said, "Good morning, downy duck."
and he said, "Quack, quack, quack."

"Now this is something different. Watch my mouth for the same movement that f makes and tell me what word I said that made the f movement.

Something with a big, big voice
Made a honking sort of sound.

"You have sharp eyes. Voice was the word and v was the sound made by the letter v. The f and v are the only letters in our language that have this movement. What is the difference between f and v? Yes, v is noisier. Why is it noisier? Put your hand on your throat. Say f, now say v. The difference is that your vocal cords in your voice box vibrate or wiggle for v."

Note: The v sound can be further developed by making a plan as shown in the previous lesson using pictures of vase, violet, vegetable, etc.

*Jingle by Laurel Herrick, permission of the author.

**Stanza from "Good Morning" by Muriel Sipe, published in Let's Read Together Poems, Row Peterson and Company publication, by permission of David Ross.

AUDITORY DISCRIMINATION BETWEEN F AND V

Teacher, "We have talked about how the sounds of f and v are alike and how they are different. Today, let's see if you can decide whether the following words have a f sound or a v sound in them."

(Write the words on the chalkboard in two columns as the children respond. If they are uncertain whether the word goes in f or v column, have them check the words with hand on throat to feel the vibration of the voiced sound.)

feathers	voice	vote
face	of	very
after	fast	farm
valentine	fire	fish
valley	frog	visit
village	fence	four

(When they have finished the two columns of words, have them place their hands on their voice boxes and say the words of one column after you to see if they are satisfied they are in the right place. Then check the second column the same way.)

WORDS THAT START WITH Z

Teacher, "Today let's talk about words that have a sound like a bee buzzing. How would a bee sound? z-z-z-z-z What do our teeth do when we make this z sound? Can you think of some words with this sound?"

(The following suggestions may help elicit responses.)

Where do you go to see many animals.....(zoo)

What animal looks like a pony and has black and white stripes...(zebra)

What do we sometimes use to fasten our clothes instead of buttons... (zipper)

What do we do to close a zipper...(zip it)

When you write ten, what do you write after the one...(zero)

Pedestrians should cross the street in a safety...(zone)

What kind of noise does a jet plane make...(zoom)

(Discuss each word. Ask the children where they hear the bee buzz sound--in the beginning, middle, or end of the word.)

"Tell me a sentence using the word zoo. (Be sure the children use complete sentences.) Tell me something about a zebra. What is a safety zone for? How would you use the word zip? Tell us something using the word zoom. What does zero mean to you? What things do you have with zippers on them?

"Let's say together the words with the bee buzz sound in them that we have talked about today."

INITIAL, MEDIAL, AND FINAL S SOUNDS IN WORDS

Teacher, "Let's talk about words today that have the sound s in them; words that start the way six and seven do.

"First, let's practice saying nonsense syllables that have the sound s so we learn to hear it easily. Repeat these after me."

(The teacher says one syllable at a time and the children repeat.)

sah - sā - sē - sī - sō - sōō

ahsah - āsā - ēsē - īsī - ōsō - ōōsōō

ahs - ās - ēs - īs - ōs - ōōs

(Then the teacher says one of the syllables of the group asking if the s occurs in the beginning, middle or end of the syllable. Do this for several syllables.)

"Now let's see how many words we can think of which start with s sound. Can you think of some that end with s? Which have s in the middle?"

(Teacher lists the words the children suggest on the chalkboard in columns, as for example:)

Initial sound	Medial	Final
sing	pasture	miss
story	plaster	guess
stick	faster	grass
smell	district	gas

Note: Words that are not purely in these catagories such as s with a z sound and c and x with s sound should be listed at one side for a lesson in following days. Make them curious about this list.

WORDS BEGINNING WITH S - PAPER BAG GAME

Teacher, "Today we are going to play a guessing game. In each of these paper bags is a toy or an article. The name of each thing starts with s as in sun. One person will be it. He will peek into one of these bags and give you one clue about what he sees. He might say, 'I see something we wear.' Then we will take turns guessing what he saw."

(These items can be in the paper bags.)

scissors sock sailboat stick soap star

salt (small package as served on airplanes)

"The game must be played using complete sentences. When you guess, you say, 'Is it.....?' putting in the name of what you want to guess. The person who is it must answer you using the name of what you have guessed. If after everyone has had one turn and no one has guessed correctly, a second clue will be given."

(Stress the need for all questions and answers to be complete sentences using the forms: Is it a .....? No, it is not a .....! Depending upon the ability of your group, you may wish to add the following step in the lesson.)

"Let's write the names of all the things we have guessed and any other words we have used that begin with s sounds. Tell me what to write on the chalkboard."

Note: The lesson that follows on the next page should be used soon after this one.

INITIAL, MEDIAL, AND FINAL S WORDS - PAPER BAG GAME

Teacher, "The game today uses words that have s sounds in the beginning, the middle, and the end. Your main clue is that there is an s sound somewhere in the word you are to guess. The things in the paper bags all have an s sound somewhere in their name."

(See preceding lesson for detailed instructions for playing this game. The items in the paper bags can be:)

basket bus sunglasses nest stone purse mouse

(Stress the need for all questions and answers to be complete sentences using the forms: Is it a ....? No, it is not a ...!
Write the words they have guessed and have the class tell whether the s is in the beginning, middle, or end of the word.)

AUDITORY DISCRIMINATION BETWEEN S AND Z

Teacher, "The letter s makes more than one sound. Sometimes it says s and sometimes it says z. When it says s, we blow air through our closed teeth. When it says z, we do it the same way except our voice box vibrates or wiggles. Put your hand on your throat near your "Adam's apple" or voice box (larynx). Say s-s-s-s. You do not feel movement there. Now say z-z-z-z. Feel your voice box wiggle? Scissors is a word that has lots of s's. See if you can tell which ones say s and which ones say z. Hold your throat as you say sizorz. Yes, it begins with s and has a z sound in the middle and on the end."

(Put these words on the chalkboard in mixed order and have the children tell you whether they belong in the s column or z column.)

S column	Z column
sister	rose
salt	houses (note that both s's have the z sound in the plural of house)
seven	
house	his
this	flowers
guess	please
scnool	does
sleep	ears
just	nose
said	these
across	present

"Now, let's read each column aloud holding our throats to check to see if we have them right."

Note: This lesson is particularly helpful for children with Spanish and certain other foreign backgrounds. It should be repeated until the children thoroughly understand and can distinguish between these two sounds. You can develop many word lists for this type of lesson from reading, spelling, and other subject matter vocabulary.

ST WORDS - COMPLETING SENTENCES

Teacher, "Let's say some nonsense syllables that have the sounds of st in them. You be my echo. Listen and then say what I do." Teacher: stah Pupils: stah (Follow this procedure for all syllables listed below watching pupils' mouths closely. Check them if they are not following accurately. Pause very slightly between s and t if the children are having trouble saying this blend.)

stā - stē - stī - stō - stōō

"Here are some words that start with the sound st: stop stand stem sting stump stars store stove. I'll say them again. Say them after me. Now I will say some sentences to you. Finish these sentences with the correct st word from these we have just said:

(When the children have repeated each word, write it on the chalkboard to help them in choosing words for the sentences.)

When a woodcutter cuts down a tree, he leaves a .....(stump)

When the traffic signal is red, you .... (stop)

Flowers grow on a .... (stem)

If a yellow jacket lights on you, he is apt to .... (sting)

If mother needs groceries, she may send you to the .... (store)

At night, we often see lots of .... (stars)

When we salute the flag, we ....(stand)

We cook on the .... (stove)

"Can you think of other words that start with st ?"

Note: The words they suggest should be written on the chalkboard so they can see as well as hear them.

THE K SOUND OF C - PICNIC GAME

Teacher, "Today we are going to talk about what to take on a picnic. It's going to be a funny kind of a picnic because everything we take has to have in it the hard sound of c which is k. (Explain to the children that c has no sound of its own. It is usually either k or a voiceless s.) Now what are we going to take on the picnic?"

(As the children make their suggestions, ask questions that will stimulate discussion.)

Pupil: Corn Teacher: Corn on the cob or corn in a can?

Pupil: Cane Teacher: Why will you take a cane?

Pupil: Cabbage Teacher: What will you make from the cabbage?

(The children may suggest some of the following words:)

cake	cookies	canned meat
cold cuts	cabbage	carrots
cup	ice cream	candy
cards	cap	car
class	tablecloth	coat
cover	camera	coffee
coke	cupcakes	corn

(The teacher can draw out words and stimulate discussion by appropriate comments and questions. Have the children recheck the list orally at the end of the lesson to be sure all the words have the k sound. Ask if the k is at the beginning, middle, or end of the word.)

Note: Lessons for older children can be developed using both sounds of c. The children should indicate whether the letter c in the following type of words has a k or s sound. This should also help their spelling.)

convenience	convince	council
crevice	crucify	currency
cycle	conceal	concert
concentrate	circus	circumference
circle	commerce	connect

MATCHING BEGINNING SOUNDS OF WORDS

Teacher, "Today we are going to listen for words that start with the same sounds as these pictures."

(Place large pictures of these five objects in the chalk tray: hat, coat, rabbit, tree, pencil. One child says the names of the pictures. Then he says them a second time as the rest of the class echoes what he says.

In mixed order, the following words are said by the teacher, and the children indicate which picture has a name that starts the same way as the word said by the teacher.)

happy	call	rain	take	picnic
has	came	ran	time	play
have	can	ready	to	pocket
he	catch	red	took	please
help	cold	ride	toy	put
her	come	run	ten	part
here	could	rope	truck	penny
how	catsup	rake	team	party

Note: During the period the children are listening to these words, the technique can be varied by having the teacher say, "Put your finger on your chin when you hear a word that starts with the same sound as coat." The teacher can vary the instruction each time to keep the children alert.

WHICH WORDS BEGIN WITH M

Teacher, "Let's play a game with the sound the letter m makes. It says m-m-m-m. It's a humming sound. Put your fingers and thumb on the sides of the bridge of your nose and feel the way the m sound makes the bone in your nose vibrate or wiggle. Make sure you keep your lips closed. Let's hum a tune we know using the m sound." (Use any tune with which they are familiar such as 'Mary Had a Little Lamb.')

"Now listen while I say some words that start with m like Mary. music mother make miss man me milk Monday.

"Do you hear the m at the beginning of each word?

"Listen carefully this time. Stand up when you hear a word that does not begin with m. my mitten mother look milk

"Good! Listen again for words that do not begin with m. man may no met monkey never mister.

"Hold up one hand when you hear a word that does not start with m. Mary boy must miss put my purse me

Note: The sounds of m and n are confused by some children and this lesson may help them to attend to these sounds more carefully. The hard of hearing tend to confuse p, b, and m because they look the same on the lips. Groups of words calling for discrimination among these sounds may help identify children who will need referral for audiometer testing.

FINDING R SOUNDS - RHYMES

Teacher, "Let's play echo with this rhyme about the rooster. I'll say a line, then you say it.

* Every day the rooster crows (pupils repeat line)

r-r-r-r-r-r-r " " "

As he stretches on his toes " " " etc.

r-r-r-r-r-r-r

He flaps his wings and shakes his head

r-r-r-r-r-r-r

and says, "Get up, you sleepy head."

r-r-r-r-r-r-r

"Let's have fun with another rhyme. As we echo this one, hear how many words there are that have the sound the rooster makes. This rhyme is called Wind Noises.

**Rumbling in the chimneys

Rattling at the doors

Round the roofs and round the roads

The rude wind roars;

Raging through the darkness

Raving through the trees,

Racing off again across the great, grey seas.

"Now I'll read one line at a time and you tell me what words have the rooster sound. We will put them in columns showing in what part of the

word the r sound is." (The word list may be developed further with other r words that the children may suggest. The columns can show:

Beginning	Middle	End

*Jingle from Talking Time, p.87, by Louise Binder Scott and J. J. Thompson, Webster Publishing Company publication.

**Poem Wind Noises, author unknown, published in Verse Choir in the Elementary School, by Clifford E. Barton, The Educational Publishing Company publication.

COMPARISON OF SOUNDS OF T AND D

Teacher, "The sounds t and d made by the letters t and d will be our lesson today. These two sounds are made with the tongue, teeth, and lips in exactly the same position for both sounds. The only difference in them is that d is voiced and t is voiceless.

"In other words, your vocal cords vibrate when you make the d sound but they do not for t. Put your hands on your voice box (larynx) and feel the difference as you say t-t-t-t and d-d-d-d. Let's practice the d sound as I tell you this story about the woodpecker. You say the part of the woodpecker after me.

* Woodpecker: D-d-d-d-d

Goes the woodpecker's bill

As he hammers on the bark of a tree.

Woodpecker: D-d-d-d-d

And he knows by the sound

Where the fat little bugs

Ought to be

Woodpecker: D-d-d-d-d

And the bugs in the bark

Shake and shiver in the dark

From their fear;

Woodpecker: D-d-d-d-d

"Let us not make a sound;

Let us all play

We do not live here."

"The words I am listing on the chalkboard will show you how carefully we must say the sounds of t and d because they are the only part of each pair of words that is different. Let's plan sentences with these words and see how carefully you can say them.

Tim - dim	mat - mad
tip - dip	pot - pod
time - dime	hat - had
tie - die	hit - hid
to - do	feet - feed

Note: The following chart of phonetic symbols may be helpful to the teacher in developing other lessons around pairs of sounds that are of the same formation except one is voiceless and the other voiced:

Voiceless	Voiced
t as in to	d as in do
p as in pat	b as in bat
s as in bus	z as in buzz
k as in Kate	g as in gate
f as in fine	v as in vine
θ or th[1]--think	ð or th[2] as in them
ʃ as in she	ʒ as in azure
tʃ as in chin	dʒ as in jump
hw as in what	w as in wet

*Verse "The Woodpecker" p.45, Our First Speech Book by M. Pearl Lloyd, published by The King Company, Chicago, Illinois.

WORDS STARTING WITH VOICELESS TH

Teacher, "Watch my mouth. See if you can tell me what number I am saying. (Without voice, say three. Children respond, 'Three'.) Watch how my tongue edge spreads lightly along the edge of my teeth when I say the voiceless th sound. Another number that starts the same way as three is thousand. What other words do we know that start the same way thousand does?"

(The following sentences may help them think of th words that start voicelessly. If they mention voiced th words such as those, they, them, tell them we will study these words in a later lesson.)

When we are given a present, we say ....(thank you.)

When we want to give the right answer, we have to .... (think)

If someone is very slender, we may say they are .... (thin)

The opposite of thin is .... (thick)

In counting, the number after twelve is .... (thirteen)

When you want a drink of water, you are .... (thirsty)

We are apt to eat a big turkey dinner on what holiday .... (Thanksgiving)

When we sew, what do we put in the needle .... (thread)

Jim batted the baseball that Tim .... (threw)

"Let's say the words we have been talking about. I'll say the word while you watch my mouth. Then you say the word and feel what your tongue is doing as you start the word. What was your tongue doing at the beginning of these words?" (Class should respond, "It was spread along the edge of our teeth.")

Note: The difference between voiceless and voiced th is the same as the difference between the sounds of letters t and d. The t sound is voiceless. The d sound is made the same way except that it is voiced.

WORDS STARTING WITH TH - PAPER BAG GAME

Teacher, "Today we will play the paper bag game. The clue is that all the things in the paper bags have the th sound in them as you hear it in thing."

(See lesson entitled "Words beginning with s - paper bag game" for instructions. The items you may put in the bags are:

thumb tack toothbrush thread thorn (from a rose bush)
thermos bottle thermometer thimble teeth

Note: In writing the words at the end of the lesson, point out that t and h together (th in a word) have a sound all their own that is different from either t or h by itself.)

AUDITORY DISCRIMINATION BETWEEN VOICED AND VOICELESS TH

Teacher, "The voiceless <u>th</u> sound that we learned in previous lessons is only one of the two sounds made by the letters th together. Let's practice the voiceless <u>th</u> sound with some nonsense syllables. Then I will show you the other sound and what is different in the way it is made. Hold your hand over your voice box and be my echo:

thah thā thē thī thō thōō.

"Now I am going to change what I am saying. See if you can tell what the difference is. Keep your hand in the same place and repeat after me: thah (voiced th) thā thē thī thō thōō.

"Do you feel the difference. Yes, your vocal cords are vibrating for the new voiced <u>th</u> sound. Can you think of words that start with voiced <u>th</u>?

(Children should respond with: <u>the</u> <u>there</u> <u>this</u> etc.)

"Let's see how the sound at the beginning of these words is different from the sound with which the word <u>thin</u> starts. Put your thumb and fingers on your throat near your voice box. (Show them.) Now say: <u>the</u> <u>there</u> <u>this</u> <u>thin</u>. Does your throat feel different when you begin to say <u>thin</u>? How is it different? You don't feel the wiggle that the beginning sound of <u>the</u>, <u>there</u>, and <u>this</u> makes. There is no vibration in your voice box for the <u>th</u> in <u>thin</u>."

(Put the following words on the chalkboard in mixed order and have the children hold their throats and decide in which column you should put each word.)

th (voiceless)	th (voiced)
thin	that
thank	there
thread	they
threw	this
thing	then
thumb	those
thought	them
thick	these

Note: The previous three lessons will probably have to be presented before this one can be done successfully.

VISUAL DISCRIMINATION BETWEEN T. F. AND TH SOUNDS

Teacher, "Today you have to have sharp eyes and sharp ears to watch my mouth and hear what I say. If I say a word that starts with th as in three, stand up. Then I will point to one of you and you will tell me a sentence with the word I have said."

(Place on chalkboard the words shown below in the order given. Read them across first, then in mixed order.)

tin	fin	thin
tree	free	three
tread	Fred	thread
taught	fought	thought

"Now I'm going to say a word from the top row but without voice this time. As soon as you think you know which word I have said, plan a sentence with it and raise your hand. Then I will hear what you have to say."

(After this is done, ask "Was he right, class?" Do this for each row across.)

Note: The previous four lessons and one giving drill on how the f sound looks on the lips should precede this lesson.

DISCRIMINATION BETWEEN W AND WH - BLOWING GAME

(For this lesson, pass out strips of newspaper or scratchpaper that are about one inch wide and from four to six inches long. Test them first to see that the paper is light enough to bend when hit gently by the breath stream of plosive sounds as you talk. Put the following list of words on the chalkboard in the order given.)

witch	which
watt	what
were	whir
wail	whale
wine	whine
weather	whether

Teacher, "Hold the paper you have been given in front of your mouth and say after me the following words. If the sound is said correctly, the breath stream will make the paper bob. It will not do this at the beginning of words starting with w only."

(Read the matching pairs holding a paper in front of your mouth. Watch the class with their papers to see if the children are saying them correctly. You say <u>wear</u> and the class says <u>wear</u>; then you say <u>where</u> and the class says <u>where</u>; etc.)

(Have the class take turns saying sentences they have built with these words. Have the rest of the class watch the reciting pupil's paper to see if he is saying correctly the word he is using in the sentence.)

Note: This is a lesson which will require repetition.

WORDS BEGINNING WITH SH - PAPER BAG GAME

Teacher, "Today we're going to find out what good clues you can give for a guessing game. All the things we have in these bags have a name with the sh sound made by the letters s and h when they are together."

(See the lesson entitled "Words beginning with s - paper bag game" for instructions.)

"The person who is 'it' will look in the bag and tell you one sentence about what he sees. This sentence will still keep you guessing about what he sees in the bag. The person who guesses correctly will be 'it' unless he already has had a turn. Then he will choose the next person to be 'it'."

(The toys and objects in the paper bags may be:

fish	shoes	seashell	dish	shoe polish	salt shaker
sheep	shirt	cushion	ship	flashlight	washing machine

Types of clues they may use are:

I'm thinking of something you might find on the beach .... (seashell)

I'm thinking of somethnng you might see on the ocean .... (ship)

I'm thinking of something that is apt to break if you drop it ....(dish)

I'm thinking of something boys wear .... (shirt)

I'm thinking of something soft .... (cushion)

I'm thinking of something that cleans .... (washing machine)

DISCRIMINATION BETWEEN ED ENDINGS - T AND D

Teacher, "The words I have placed on the chalkboard all end with the letters e-d. Listen while I read them and see if you can notice any difference in the way the endings sound."

(Place the words from the following columns in mixed order on the chalkboard. See if the children are able to tell you that some end with a t sound and some end with a d sound. Use sound, not name of letters t and d in this discussion.)

Words ending in t sound	Words ending in d sound
looked	played
liked	surprised
worked	hurried
splashed	watered
walked	covered
jumped	happened

"Let's see if we can find out which words end with the t sound and which with the d sound. Hold your hand on your throat near your voice box. Say 'hat' - now say 'had' .... do you feel the difference in the endings of these two words? The words whose endings cause more movement in your voice box end in d. Those that cause little movement in your voice box end in t."

(As they decide which are which, list them on the chalkboard as above. When through, have them check the list by saying each one, holding their throats to determine ending movement.)

Note: If the children have trouble with this exercise, it may be well to refer back to lesson entitled "Comparison of sounds t and d" for further drill.

VERSES AND RHYMING

Teacher, "Let's read some verses today. Verses are said to rhyme if the ending sound of the last word in the line is the same as the ending sound of a following line. If what I read does not rhyme, put your hands over your ears. In the ones that do rhyme, I'll ask someone to tell us which words rhyme."

Along came a train
All loaded with grain.

Mary had a little lamb.
Its fleece was white as snow.

The girl was in tears
Because of her fears.

A riddle, a riddle, as I suppose,
A hundred eyes and never a nose. (a potato)

He sat down beside her
And frightened Miss Muffet away.

*Old Mother Twitchett had but one eye
And a long tail which she let fly.

*And every time she went over a gap,
She left a bit of her tail in a trap. (needle and thread)

*Use the first two lines, then the last two lines for rhymes. Then put together to consider as a riddle. The children can also develop rhymes of their own.

WORDS ENDING IN T - TIC-TAC-TOE GAME

Teacher, "Say these words with me. Where do they sound alike? Yes, there is the t sound of the letter t in all of them. In what part of the word do you hear the t? Yes, in the end. Now, I'll write them on the board so you may all see them. I want all of you to say them after me, watching how they look."

(Draw four lines and place words as illustrated. Then draw another frame without the words so that the children can associate your instructions with the familiar game of Tic-Tac-Toe.)

hat	mat	bat
hut	pet	boat
mitt	meat	beet

	O	X
	O	O
X	X	X

"Do you all know what these words mean? They are all things. Do you want to know more about any of them? (Explain if they ask.) Which thing would you like for a birthday present? (Let each choose a birthday present.) Now, let's play Tic-Tac-Toe with these words."

(Divide group into two teams, X and O. The game proceeds just as Tic-Tac-Toe except that the pupils from each team alternate in saying the words. Each child makes a sentence with his word. If done correctly, he gets an X over his word if he is on that team, or an O if on the O team. First team to get three X's or three O's in a row wins.)

Note: This game is adaptable for use on any grade level by using suitable vocabulary. It is also adaptable as an arithmetic game.

LEARNING THE J SOUND - JACK GAME

Teacher, "Jack is a boy's name we often hear. Are there any friends of yours whose name starts with the same sound as Jack does? (Jean, Joe, Jerry, John, June, Jill.) Some of our nursery rhymes have been about people whose names start with the j sound. Can you think of such a rhyme?"

Jack Be Nimble.

Little Jack Horner.

Jack and Jill.

"Jack is a very popular name. (Hold up one of the children's jackets.) This Jack is a coat - what do we call it? Jacket. Here are others:

Jack is a bunny.	(jackrabbit)
Jack is a toy.	(jack in the box)
Jack is a game.	(jackstraws)
Jack is a pumpkin.	(jack-o-lantern)
Jack is cold.	(Jack Frost)
Jack is sharp.	(jack knife)
Jack is a bird.	(jackdaw)
Jack is a flower	(jack in the pulpit)

*Lesson from Learning to Look and Listen, p.38, by Eleanor Ronnei, Bureau of Publications, Teachers College, Columbia University.

NG SOUND - DETECTIVE GAME

Teacher, "Let's see what good detectives you can be today. We want to find out things about the letters n and g when they come together in a word. Do you hear both the n sound and g sound as you say the words with these letters together? Do they make a different sound all their own? In what parts of words do they appear? In the beginning - middle - end?

"Here are some words to help you hear the n-g." (Say names of letters here, not sound. Write the following on the chalkboard.)

bang song sing long

rung singing banging bringing

"Can you think of others? (List theirs.) Think of some with ng in the middle. You have none that begin with ng. Why? Can't you think of any? How will you find some that begin with ng? (Class may suggest looking in the dictionary. If not, tell them to do so.) One point off for being a poor detective, not knowing the source of information! You say there are no words beginning with ng? You have found the answer to one of the questions.

"Now put your hand on your throat. Repeat the words. Have you come to a decision whether ng is two sounds or one sound when together? Perhaps saying these words will help you. Put your hand on your throat as you say these pairs of words. Hear and feel the difference." (Show chart with the following words:)

be - me	ran - rang	do - new
by - my	ton - tongue	dear - near
bud - mud	thin - thing	dine - nine

(cont'd)

log - long wig - wing bag - bang

"Where is your tongue at the end of ran? Notice that for ran, your tongue is up in front at the end of the word. For rang, your tongue is up in back. What does that tell you about the ng sound? Try wig and wing. What do you feel? What do you feel about ng? Yes, it is a new sound, not n plus g, and you are very good detectives."

COMPARISON OF SOUNDS OF M, N, AND NG

Teacher, "Today we are going to be detectives to find out what is different about m, n, and ng. Where does the air come out for these sounds? What blocks the air for each of these sounds? Listen to these words:

mail mark music myself

Now, say them after me - not with me." (Repeat the words slowly.)

Teacher: What sound do they all start with?
Pupils: m

Teacher: What letter makes this sound?
Pupils: m

Teacher: When you say m, where does your breath stream go?
Pupils: Through your nose.

Teacher: What makes it go through your nose?
Pupils: Your lips are closed.

"Now, listen to these words:

neighbor need noise notice

Say them after me. Notice how they sound and feel."

Teacher: What sound do they start with?
Pupils: n

Teacher: What letter makes the sound?
Pupils: n

Teacher: When you say n, where does your breath stream go?
Pupils: Through your nose.

Teacher: What makes it go through your nose?
Pupils: The front of your tongue blocks your mouth opening.

"Now, let's listen to some other words. We learned in the last lesson that no words start with ng, so listen particularly to the ends of these words:

cont'd

belong sing wrong bang

Now, say them after me - not with me."

Teacher: What is the ending sound?
Pupils: ng

Teacher: Where does the breath stream go for this sound?
Pupils: Through the nose.

Teacher: What blocks the breath stream and forces it through the nose?
Pupils: The back of the tongue and the soft palate.

"What do you think we call these three sounds as a group?

They are called nasal sounds because the air goes through the nose

instead of the mouth as it does for all the other sounds we have in

English."

BUILDING 1-BLEND WORDS

Teacher, "We have a word-making game today. I'll say a word. You make a new word that rhymes by adding an l sound after the first sound in the word. Let's try this first one caws."

Teacher: The word starts with what sound?
Pupils: k

Teacher: Yes, now try putting l after the k. What will you have?
Pupils: claws

"Let's see how many 1-blend words you can make."

(This is the list they may develop. This is an oral exercise. Do not write the words on the chalkboard until the class tells you what to write.)

caws	claws
kick	click
cock	clock
fat	flat
gas	glass
bow	blow
sew	slow
camp	clamp
four	floor
pan	plan
peas	please
pay	play

(When they have completed making the words, read them back to the class mixing the pairs and have them tell you which of the two words you say has an l-blend in it.)

cont'd

Note: The lesson may be expanded by having the class make sentences with the words they have developed.

BUILDING RHYMING WORD LISTS WITH BLENDS

Teacher, "Let's see how good you are at building words today. I will read a word to you. You make a rhyming word by leaving off the beginning sound and starting the new word with the l sound of the letter l. After we have made a list of rhyming words starting with l, let's try using both beginning sounds together to make a third set of rhyming words."

(The list as finally developed may be:)

back	lack	black
cock	lock	clock
bow	low	blow
Bess	less	bless
cap	lap	clap
gas	lass	glass
pay	lay	play
fit	lit	flit
pain	lain	plain
sow	low	slow
sack	lack	slack
fight	light	flight